

Indicator	Rating				Evidence	Priority
	Not Started	In Progress	Achieved	Maintaining		
Leadership						
1. District vision, policies, and procedures support implementation of the 6 components of effective schools.						
2. District resources support implementation of the 6 components of effective schools.						
3. District level leadership provides active commitment and support (e.g. meets to review data and issues at least twice a year).						
4. District professional development model and focus support the 6 components.						
5. District administration and leadership ensure that an evaluation process is in place and includes:						
- baseline data collected in first year of implementation						
- an evaluation of the impact on student outcomes						
- an evaluation of the impact on staff (e.g. perceptions, beliefs, skills, active involvement)						
- an annual review and revision of the district implementation action plan						
6. School vision, policies, and procedures support implementation of the 6 components to meet systematically the needs of all students.						
7. School leadership has made a long-term commitment of resources to support implementation of the 6 components.						
8. School professional development model and focus support the 6 components.						
9. School professional development includes coaching and ongoing consultation.						

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Leadership, continued						
10. School leadership provides training, support and active involvement (e.g. principal participates on school-based leadership team meeting) in the 6 components.						
11. School personnel evaluate the implementation fidelity of curricula, instruction, intervention/extension, and assessment techniques.						
12. School personnel perform ongoing reviews of the effectiveness of instruction and intervention as they relate to student performance.						
13. School administration ensures the availability of adequate staff to assist in implementation of needed interventions.						
14. School administration and leadership ensure that an evaluation process is in place and includes:						
- baseline data collected in first year of implementation						
- an evaluation of the impact on student outcomes						
- an evaluation of the impact on staff (e.g. perceptions, beliefs, skills, active involvement)						
- an annual review and revision of the school implementation action plan						
15. School administration and leadership ensure that data-based decision making occurs :						
- for reading						
- for math						
- for writing						
- for prosocial behavior						
- for _____(other)						

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Leadership, continued						
16. Leadership establishes a school-based leadership team that reflects the diversity of the school community and ensures effective implementation of the 6 components.						
17. Leadership guides, promotes, and supports a culture of continuous learning and sharing among staff members.						
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Evidence Based Curriculum, Instruction, and Intervention						
1. High quality instruction focuses on the achievement of state standards.						
2. Instructional practices are used which consider factors (classroom organization, active engagement, access to interesting materials) that may affect student learning.						
3. The core reading curriculum addresses the five key components of reading: phonemic awareness, alphabetic principle/phonics, fluency, vocabulary, and comprehension (as appropriate given instructional level).						
4. The core math curriculum addresses the four essential domains of math achievement: problem solving, arithmetic skill/fluency, conceptual knowledge/number sense, and reasoning ability (as appropriate given instructional level).						
5. The district/school establishes an effective core curriculum for writing and spelling.						
6. The district/school establishes an effective evidence-based curriculum for pro-social behavior.						
7. The district/school establishes an effective core curriculum for _____ (other).						

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Evidence-based Curriculum, Instruction, and Intervention, continued						
8. Instructional practices include frequent teacher modeling and student practice:						
- For reading						
- For math						
- For writing						
- For prosocial behavior						
- For _____(other)						
9. Instructional practices include immediate reteaching, reinforcement of, and feedback on concepts and skills:						
- For reading						
- For math						
- For writing						
- For prosocial behavior						
- For _____(other)						

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Evidence-based Curriculum, Instruction, and Intervention, continued						
10. School personnel teach core curricula with fidelity and high quality across all classrooms:						
- In reading						
- In math						
- In writing						
- In prosocial behavior						
- In _____(other)						
11. School leadership ensures the availability of a range of evidence-based interventions/curricular extensions to address student needs:						
- In reading						
- In math						
- In writing						
- In prosocial behavior						
- In _____(other)						
- In _____(other)						

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Evidence-based Curriculum, Instruction, and Intervention, continued						
12. Instruction includes the use of intensive interventions for individual students with unique needs:						
- In reading						
- In math						
- In writing						
- In prosocial behavior						
- In _____(other)						
13. The school adjusts the schedule to include adequate time for interventions.						
14. School personnel establish student groups to maximize intervention resources and enhance achievement.						
15. School personnel write interventions with sufficient detail to support consistent, high quality implementation.						
16. School personnel implement interventions with fidelity:						
- In reading						
- In math						
- In writing						
- In prosocial behavior						
- In _____(other)						
17. School leadership ensures the availability of instructional materials/programs that meet the needs of all students.						
18. School leadership allocates staff to provide various interventions (flexible staffing across roles).						

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Evidence-based Curriculum, Instruction, and Intervention, continued						
19. The staff is knowledgeable about the frequency, intensity, and duration of intervention needed to reach goals/desired outcomes.						
20. The staff is knowledgeable regarding interpretation of data to drive instruction.						
Evidence-based Curriculum, Instruction, and Intervention Summary						

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<b>Assessment and Progress Monitoring</b>						
1. School personnel use research-based assessment tools and strategies.						
2. School personnel conduct universal screening:						
- For reading						
- For math						
- For writing						
- For prosocial behavior						
- For _____(other)						
3. School personnel administer universal screening tools with fidelity :						
- In reading						
- In math						
- In writing						
- In _____(other)						
4. The school uses a system for collecting school-wide behavioral and disciplinary data						
5. School personnel conduct progress monitoring at increasing frequency, based on the intensity of student(s) needs:						
- In reading						
- In math						
- In writing						
- In prosocial behavior						
- In _____(other)						

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<b>Assessment and Progress Monitoring, continued</b>						
6. School personnel administer progress monitoring tools with fidelity:						
- In reading						
- In math						
- In writing						
- In prosocial behavior						
- In _____(other)						
7. School personnel use a variety of assessments to measure student performance (i.e. structured observations, running records, performance assessments, Curriculum Based Measurement).						
8. School personnel involve students in graphing and interpreting progress monitoring data.						
9. School personnel conduct regular assessment of the instructional environment (i.e. classroom expectations, instructional strategies, and adjustment of classroom practices).						
10. Data management system and technology supports exist.						
<b>Assessment and Progress Monitoring Summary</b>						

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Data- Based Decision Making						
1. The school leadership team ensures use of data-based decision making to support implementation and sustainability of the 6 components.						
2. Data-based decision making team membership reflects the necessary expertise as indicated by the student’s need and cultural and/or linguistic background.						
3. School personnel graph student data to aid in decision making at the student, class/grade, and school levels.						
4. School personnel review progress monitoring data regularly and frequently to evaluate student progress in response to intervention and to inform next steps.						
5. School personnel adjust interventions based on student progress and need.						
6. The district leadership team establishes criteria for determining the need to modify the intensity of interventions/supports.						
7. The district leadership team establishes specific criteria for determining when a child’s needs warrant further evaluation and assessment.						
8. School personnel use assessment and progress monitoring data to inform special education eligibility decisions.						
9. School personnel review data regarding the fidelity of core instruction at the following levels:						
- school						
- grade/small group intervention						
- individual student						

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Data- Based Decision Making, continued						
10. School personnel review student benchmark and/or progress monitoring data at the following levels:						
- school						
- grade/small group intervention						
- individual student						
11. School personnel make comparisons between student data and desired outcomes/goals at the following levels:						
- school (e.g., 80% students at benchmark/goal)						
- grade/small group intervention (e.g. benchmark/goal)						
- individual student (benchmark, peer, rate of progress)						
12. Data review results in the identification of areas in need of improvement at the following levels:						
- school						
- grade/small group intervention						
- individual student						
13. School personnel develop action plans to target identified needs and include a date for review of progress at the following levels:						
- school						
- grade level/small group intervention						
- individual student						

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Indicator	Rating				Evidence	Priority
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Data- Based Decision Making, continued						
14. School personnel evaluate the effectiveness of the action plan at each of the following levels:						
- school						
- grade/small group intervention						
- individual student						
Data-based Decision Making Summary						

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Family, School, and Community Partnerships						
1. A team that is reflective of the broader school community and a strategically developed plan coordinate and sustain an effective partnership. The team routinely assesses the effectiveness of the partnership team and plan for impact and revises as necessary.						
2. All other school improvement activities reflect the partnership team and plan.						
3. Family and community partnership activities link specifically to student learning outcomes.						
4. School personnel engage families in activities as advocates for and participants in student learning and success.						
5. School vision, policy, practices, and culture promote trust and respect between families and school personnel. School personnel demonstrate attitudes and behaviors that enable them to work effectively across the cultures, abilities, and experiences that are a part of the broader school community.						
6. The school maintains a welcoming, safe, and accessible (to all families) facility.						
7. School personnel engage families through diverse strategies that are tailored to the realities of families within the broader school community.						

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Family, School, and Community Partnerships, continued						
8. School personnel’s efforts to partner with families reflect a belief that all families have the desire and ability to support student success.						
9. Families, the school, and the community conduct open and regular communication regarding student-learning outcomes.						
10. Communication with families includes the following characteristics: easily accessed and understood, frequent, and two-way concerning academic and behavioral expectations, strengths, needs, and progress of their children.						
11. School personnel provide families with information and strategies necessary to support student success.						
12. Families and community partners participate in collaborative efforts to support student academic and behavioral outcomes, needs, and concerns.						
13. Leadership provides professional development for school personnel to support the development and maintenance of family, school, and community partnerships.						
14. Leadership routinely evaluates the effectiveness of school personnel to collaborate with families and community members and revises professional development as necessary to increase impact.						

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Family, School, and Community Partnerships, continued						
15. Families and community representatives participate in a variety of activities that have an impact on school decision-making, governance, and improvement.						
16. Home and community resources coordinate with school services to develop an integrated and comprehensive continuum of supports for student success.						
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Cultural Competency and Responsivity						
1. School personnel recognize that culture influences classroom learning and experiences.						
2. School personnel incorporate multicultural knowledge into curriculum and instruction.						
3. School personnel educate students about the diversity of the world around them.						
4. School personnel develop interventions with consideration of the student’s cultural and linguistic background.						
5. School personnel teach students to understand and appreciate their own and others' cultural heritages.						
6. School personnel incorporate home and community practices of students into the curriculum and instruction.						
7. School personnel consider the impact of a student’s cultural and linguistic backgrounds on learning.						
8. School personnel use instructional materials that are responsive to diverse students’ cultural and/or ethnic backgrounds and values.						
9. School personnel use materials that foster respect and understanding for diverse racial, ethnic, cultural, language and ability groups.						
10. The staff has resources and access to ongoing professional development and support to develop cultural competence and culturally responsive instruction.						
11. School personnel use learning activities and discussions that are responsive to diverse students’ cultural and/or ethnic backgrounds and values.						

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Cultural Competency and Responsivity						
12. School personnel represent students’ cultures and ethnic backgrounds posters, books, student work, and classroom displays.						
Cultural Competency and Responsivity Summary						

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